Building the Case for a Comprehensive Wellbeing Initiative

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A Journey to a Comprehensive Approach to Wellbeing

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Effective Interventions for Student Mental Health On Campus: Collaboration & Community

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PROGRAM
the zone
A lounge for student well-being
Wellbeing is not the absence of disease, illness and stress but the presence of purpose, joyful relationships and healthy habits. Wellbeing is intentional.
Student wellbeing hurdles

I can’t sleep... would it help if I start calculating the maximum amount of sleep we can get every few minutes?

MY ANXIETIES HAVE ANXIETIES.
Under Pressure: The Growing Demand for Student Mental Health Services
College Presidents and Mental Health

“"It is epidemic, legitimately referred to as a crisis. Often well over 40 percent of our students arrive on campus with a mental-health diagnosis.””

- Joan Gabel, President University of Minnesota
What about us?
Koru

Open your mind. Manage your stress.
Learn mindfulness & meditation.
Join our 4 week class.

KORU mindfulness

MORE MINDFUL
LESS STRESSED
BETTER SLEEP
LESS SELF JUDGMENT
Jean M. Twenge, PhD
author of Generation Me

iGen
Why Today’s Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy— and Completely Unprepared for Adulthood*

*and What That Means for the Rest of Us
The Wellbeing Collaborative at Wake Forest University is a multidisciplinary, multi-institution effort to promote students’ lifelong wellbeing, one of the greater purposes of higher education.
Wellbeing Assessment

- Construct development
- Measure development
- Field-testing with partners
- Formative programming research
Why wellbeing?

1. Services demands
2. Academic outcomes
3. Whole-student education

Content model: Wellbeing dimensions

Meaning
Purpose
Belonging
Activity engagement
Academic engagement
Relationships - friendships

Civic orientation
Positive coping
Positivity
Subjective wellbeing
Basic needs: access to care, safety
Process model: How

Pathways
Internal & external skills, resources, and conditions necessary to achieve wellbeing

Pathways are the requirements for achieving well-being. They vary across the dimensions of wellbeing.

Outcomes
are voluntary behaviors, attitudes, and emotional states characteristic of wellbeing.
Subjective wellbeing

Happiness
Self-esteem
Life satisfaction
Depression
Loneliness
Anxiety
Social anxiety
Contributors to Wellbeing

- Optimism (0.45)
- Meaning (0.37)
- Belonging (0.23)
- Activities, academics, friends, purpose, grit (~0.01 - 0.08)

Subjective wellbeing
Contributors to Wellbeing

- Purpose (having and seeking): 0.68
- Grit: 0.82
- Friends: 0.23
- Activities, academics: 0.30
- Belonging: 0.23

Meaning → Optimism

Subjective wellbeing

Wake Forest University
Contributors to Belonging

- People are friendly: 0.37
- Group of important friends: 0.23
- Have to change myself: -0.17
- Opinions taken seriously: 0.12
- Faculty, staff, discrimination experiences: < 0.10

Belonging

Friends

Activities, academics
Wellbeing requires equity

13 points of difference

> 1 SD

~30% difference (relative to max/min scores)
Belonging

Model A (wrong model!)

- \(-0.12\)

- # marginalized identities

Model B

- Belonging

- # marginalized identities

- 7 environmental pathways

\(<.01\)

\(.13 - .41\)
Wellbeing programming

**Evidence-based**
1. Problem-focused
2. What works for most
3. Individual-level actions
4. Uniform implementation

**Equity-based**
1. Strengths-focused
2. Individual needs
3. Multi-level actions
4. Heterogenous implementation
Next steps

• Who is at the table?
• Where are you focusing your work?
• How can you get a more diverse group to work at more levels?